DOCUMENT RESUME

ED 076 300 RC 007 011

TITLE	Washington State Johnson-O'Malley Indian Education. 1971-72 Annual Report.
INSTITUTION	Washington Office of the State Superintendent of Public Instruction, Olympia.
SPONS AGENCY	Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
PUB DATE	72
NOTE	40p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*American Indians; *Educational Finance; *Federal Aid; *Federal State Relationship; Public Schools; *School Funds
IDENTIFIERS	*Johnson O Malley Act; Washington State

ABSTRACT

The Johnson-O'Malley (JOM) Act of 1934, amended in 1936, authorizes the Secretary of Interior to enter into a contract with any state which has legal authority and responsibility for the education of American Indian children residing there. The Superintendent of Public Instruction, State of Washington, is legally responsible for state schools and therefore the official contractee for JOM funds. This 1972 Annual Report on Indian education programs discusses: (1) JOM's historical background; (2) contemporary policy; (3) individual project descriptions; (4) Indian enrollment; (5) JOM project emphases--fiscal year 1972; (6) JOM budget approvals in 7 major areas, e.g., academic achievement and supplementary student support; (7) dropout statistics; and (8) statements from local people in different school districts. (FF)

ED 076300

1972 Annual Report

RECEIVED
JUL 2 1973
WWSU
E.R.I.C.

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Washington State

Johnson O'Malley

Education Programs For Indian Children

Dr. Frank B. Brouillet
Superintendent of
Public Instruction
Olympia, Wash.

FILMED FROM BEST AVAILABLE COPY

ED 076300

RECEIVED
JUL 2 1973
NMSU
E.R.I.C.

WASHINGTON STATE

JOHNSON-O'MALLEY INDIAN EDUCATION

1971-72 ANNUAL REPORT

FRANK B. BROUILLET
Superintendent of Public Instruction

CHARLES R. MARSHALL
Deputy Superintendent of Public Instruction

DONALD HAIR
Assistant Superintendent, Curriculum and Instruction

RICH BOYD
Director, Grants Management

EMMETT S. OLIVER
Supervisor of Indian Education

HAROLD L. PATTERSON
Assistant Supervisor, Indian Education

CONTENTS

Historical Background. 1

Contemporary Policy. 2-7

Individual Project Descriptions. 8-21

Indian Enrollment. 22

JOM Project Emphases - Fiscal Year 1972. 23-27

JOM Budget Approvals in Seven Major Areas. 28

Dropout Statistics 29

Statements from Local People 30-37

Historical Background

The Johnson-O'Malley Act of 1934, amended in 1936, authorizes the Secretary of the Interior to enter into a contract with any State having legal authority and responsibility for the education of Indian children residing in that State. Specifically, the Act reads in part:

> "That the Secretary of the Interior be, and hereby is, authorized, in his discretion, to enter into a contract or contracts with any State or Territory, or political subdivision thereof, or with any State University, college, or school, or with any appropriate State or Private Corporation, agency, or institution, for the education, medical attention, agricultural assistance and social welfare, including relief of distress, of Indians in such State or Territory, through the agencies of the State or Territory or of the corporations and organizations hereinbefore named, and to expend under such contract or contracts, monies appropriated by Congress for the education, medical attention, agricultural assistance and social welfare, including relief of distress, of Indians in such State or Territory."

The Superintendent of Public Instruction, State of Washington, is the legal entity responsible for all elementary and secondary schools of the State, and therefore, the official contractee for Johnson-O'Malley funds under the Act.

Contemporary Policy

Rules and regulations established by the Secretary of the Interior are made part of the contract requirements. Within this context, guidelines are established to determine eligibility criteria for school districts receiving JOM grants. The following criteria must be met before any school district program is approved and funded:

1) The school must be located on or near Indian trust lands;

2) A significant number of Indian pupils of one-fourth or more Indian blood, enrolled with a Federally recognized tribe, must be enrolled in the school;

3) A Johnson-O'Malley committee of Indian parents must be formed in the district to assist in developing programs for their children;

4) The district must consider all available sources of revenue (local, state, and federal) and show a need for supplemental funds from the Johnson-O'Malley program in order to undertake a special program; and

5) The program request(s) must be submitted on a Johnson-O'Malley form with the signatures of the local school superintendent and the chairman of the JOM Parent Advisory Committee.

The school districts in Washington State that are eligible to receive JOM grants are located in rural or semi-rural areas. Several can be categorized as remote and necessary. Their financial base does not usually allow for expenditures in excess of what is needed to carry out a basic educational program. Therefore, if the needs of Indian pupils are to be met adequately, special programs must be undertaken which require supplemental funding from sources beyond the ordinary resources of the school district.

Since the Johnson-O'Malley Act authorizes funds to be expended for the express benefit of Indian children, the thrust of the State JOM program has been directed toward meeting the special needs of these children. Program priorities are established at the local school level in a cooperative effort between school officials and Indian parents.

Local projects generally are directed toward, but are not necessarily limited to, the following State JOM program goals:

ONE -- To identify, develop or adapt, and make available educational opportunities, activities, materials, and services that help Indian children develop language proficiency, cultural and ethnic awareness, career option awareness, occupational and recreational skills and basic competence in primary academic areas.

TWO -- To provide educational opportunities, activities, materials and services that meet economic and social needs; that make possible an increase in each child's successful experiences and a decrease in his failures; and that assist each child to develop and measure the success of an individual learning style that is self-initiated.

THREE -- To provide educational opportunities, activities, materials and services that meet economic and social needs; that make possible an increase in each child's successful experiences and a decrease in his failures; and that assist each child to develop and measure the success of an individual learning style that is self-initiated.

FOUR -- To train local Indian Parent Advisory Committees for involvement -- in tangible, productive ways -- in the planning, implementation, and evaluation of opportunities, activities, materials and services provided for Indian children.

FIVE -- To provide opportunities, activities, materials and services that increase the pertinent skills and awareness of those who have impact upon Indian children, such as school administrators, teachers, counselors, home visitors, clerical and instructional aides, volunteers, district support staff and other agency or institution personnel.

SIX -- To provide project monitoring, educational accomplishment auditing, and Indian program evaluation that will ensure fiscal and program accountability at federal, state and district levels; and that will be based upon precise, continuous measurement of institutional and learner objectives.

SEVEN -- To provide opportunities, activities, and services that will disseminate either information about or project materials relating to educational practices proven effective for Indian children; and that will promote the spread from one school district to another of such proven practices.

Exceptional progress was made in the past year in the involvement of Indian parent committees in the development and operation of JOM programs. By means of regional and local workshops and other opportunities for sharing ideas between committee members, and through the cooperative efforts by state JOM staff, local school and community people, Indian parents have acquired and utilized skills in working with schools in behalf of Indian children.

The funds available statewide from the JOM program fall far short of meeting the total educational needs of Indian children. Consequently, efforts have been made to support special programs for Indians by coordinating funds from Titles I, II, III of the Elementary and Secondary Education Act (ESEA), Title III-A of the National Defense Education Act (NDEA), and the Urban, Rural, Racial, Disadvantaged (URRD) state act.

Beginning with the 1970-71 school year, each district was required to submit a program evaluation report upon completion of its JOM project. These reports included statistical information and/or a narrative description of how effective the JOM project was in meeting the special needs of the Indian pupils as identified in the original application.

The format of the program application contains the following information:

I. The cover page provides for the grant amount requested, the enrollment data for the past, current, and the next year's Indian pupil and total school enrollment.

II. Proposed use of Johnson-O'Malley funds requested, including:

a) A list of the specific educational needs, in order of priority, of the eligible Indian children residing in the district;

b) A summary of the objectives of the program keyed to the needs in subsection (a);

c) A description of the procedures or methods to be employed in reaching each objective;

d) A list of reasons for believing the selected method(s) will achieve the objective(s);

e) A description of the evaluation plan, keyed to the objective in (b);

f) A budget summary of the funds anticipated from JOM and other programs that will support each method. The total of these JOM sub-budgets appears on the cover page as the amount requested from the State JOM program.

The format for the evaluation data form relates to the program application form.

Reports submitted on the JOM project Form D include this information:

I. Test results from any standardized test data on Indian children for the program year being reported on. The average score for each grade level is reported separately. The report lists the names of tests, grade levels, form used, the date of test, and the grade equivalents;

II. The tests to be used during the coming year;

III. Attendance indicators determined by comparing the past year with the current year being reported. Indicators are the number of Indian pupil dropouts (grades 8-12), average daily attendance, number of re-enrollees, and the number of Indian graduates and those going on to further education training. The number of counseling sessions with Indian pupils, and the number of Indian children involved in various school activities and voluntary special interest activities are also included;

IV. Johnson-O'Malley program sponsored activities involving parent participation or attendance, and the number of Indian parents participating or attending;

V. Parent community involvement statistics, including where home-school liaison Indian people are employed, information concerning:

a) the number of medical check-ups, dental check-ups, and treatments;

b) the number of conferences with county extension agent dietitians; and

c) the number of Indian parents involved in various community activities listed, such as meetings, etc., outside of school time;

VI. The program budget costs for the school year, showing the name of the program, expenditures, contributory sources of funding the budget (indicating JOM and others) and the number of Indian children served by the program.

VII. The state summary report form for Indian enrollment, submitted at the close of the program year, and reports the total of Indian students enrolled during the year, transfers, dropouts, ADA (average daily attendance) and the total school enrollment.

In April 1972, each JOM-funded program was visited by a team comprised of JOM Parent Advisory Committee members, Bureau of Indian Affairs educational staff, and personnel from the State Office of Public Instruction. The reports from this mid-year visitation were used as the basis for the following progress report on Indian education presented to the State Board of Education by the state supervisor of JOM programs.

In the State of Washington, thirty-six (36) local education agencies (LEA's) received Johnson-O'Malley (JOM) funds during fiscal year 1972. The total Indian enrollment in these 36 school districts was 5,440 out of a total student population of 51,523. Eleven of these districts supported kindergarten programs with JOM funds, enrolling 138 Indian children.

Johnson-O'Malley educational activities, in addition to the 36 schools, involve partial support of Migrant and Indian Education Center at Toppenish, and programs through Olympic Community College in Bremerton, and a summer high school program involving Indian students from Wapato, Toppenish, Granger, and White Swan. Data from these programs are not included with public school findings, but it is recommended that these programs be considered an integral part of Washington's JOM program.

I. Indian Involvement:

1. There are 23 Indian members serving on nine different school boards in the 36 districts.

2. JOM Parent Committees ranging from three to more than 40 members have been formed and function in all of the 36 school districts. An indication of their activity and concern is illustrated by the fact that 100 Indian parents participated in the school evaluation visitations.

3. There are 249 Indians employed in these districts, out of a total work force of 4,176. Indians are employed in the following capacities: Administrators (3); teachers (20); counselors (17); aides (110); clerical (9); cooks (17); drivers (14); community relations aides (6); Indian program coordinators (6); and other, including nurses, arts and crafts resource people, attendance and playground supervisors (9).

II. School District Project Summaries:

Since JOM funds are limited to projects which supplement the regular school program, each parent advisory committee, in cooperation with local school personnel, is challenged to develop projects which are tailored to the particular needs of Indian students in their own schools. The following summaries briefly describe the JOM project in each school district:

INDIVIDUAL PROJECT DESCRIPTIONS

AUBURN

Narrative Description: The Auburn School District proposed to involve parents, teachers and community people in developing discussion groups and workshops utilizing professional consultants. Part-time counselor aides were employed. Leadership was employed to encourage Indian youth to participate in clubs, cultural activities, social and recreational activities. School fees, materials and supplies were furnished to needy Indian students.

Project Objectives: 1) Acquaint teachers and administrators with culture based similarities and differences of Indian and white children; 2) make available counseling and guidance services to Indian children by a member of own race; 3) form interest clubs for Indian students at all grade levels; 4) provide necessary fees, costs and supplies to Indian students whose parents are unable; and, 5) provide leadership and facilities for recreation programs open to Indians.

Project Emphasis: (Project activity in parentheses.)
1) Cultural awareness (parent-teacher workshops and Indian culture classes); 2) Indian involvement in education (school community recreation program); 3) counseling (Indian counselor aides); and, 4) supplementary student support (student fees and supplies).

BREWSTER

Narrative Description: The Brewster School District is providing tutorial assistance, home visitation, and a cultural studies program for Indian students.

Project Objectives: 1) To increase verbal skills of Indian youth; 2) improved achievement in academic subjects; and, 3) improved attendance by 5% over previous year.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (tutorial assistance); 2) cultural awareness (Indian culture class); and, improved attendance (home visitor).

CAPE FLATTERY

Narrative Description: The Neah Bay schools are the target area for Johnson-O'Malley (JOM) activities. In 1971-72, an Indian Program Coordinator was employed. One-half of a primary teacher's salary was paid to promote development of a nongraded primary school. A remedial reading teacher was partially funded to develop a reading improvement center. One Makah teacher

aide and three Makah counselor aides were employed. An Indian consultant was engaged to produce cultural materials. An environmental center was developed and a beginning auto and marine engine shop established. In-service training for teachers and aides was contracted.

Project Objectives: 1) To broaden community participation in school planning; 2) to coordinate three major funding programs for most effective results; 3) to maintain close liaison with Makah Tribal Council; 4) to provide information and resources to School Community Council and staff for program development and implementation; 5) to provide inservice training for professionals and paraprofessionals; 6) to encourage student input and student participation in planning; 7) provide periodic program evaluation; and, 8) disseminate program ideas.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (special instruction); 2) cultural awareness (Indian made curriculum materials); 3) Indian involvement in education (program coordinator and Indian teacher aides); and, 4) counseling (Indian counselor aides and environmental studies).

COLUMBIA

Narrative Description: The Columbia School District operated a kindergarten with JOM funds. A home counselor-visitor was employed as a liaison person in school-community relations. The JOM funds provided partial support of a music-band program during the year. Indian-oriented materials were developed, including a tribal calendar, slide and video-tape stories on contemporary Indian life, and bead and leather craft items.

Project Objectives: 1) Indian students will read at grade level; 2) Indian students will produce video tapes and slide tapes depicting Indian life; 3) Indian students will produce craft items typical of Indian culture; 4) Indian students will improve attendance in school; 5) Indian students will receive counseling services; and, 6) Indian students will participate in musical program.

Project Emphasis: (Project activity in parentheses.)
1) Cultural awareness (music program and Indian oriented materials); 2) early childhood education (kindergarten); and, 3) counseling (home visitor-counselor and liaison person).

CUSICK

Narrative Description: The Cusick School District JOM program provided the following services for Indian children: Kindergarten program, an Indian counselor-liaison person, Indian teacher aides, a tutoring program and expense payments for needy students.

Project Objectives: 1) To provide counseling services to Indian children; 2) to instill self confidence and personal assurance to Indian students; 3) to alleviate emotional problems of Indian students which are causing under-achievement in speech, English, math, spelling, reading and writing; and, 4) to encourage economically disadvantaged students to participate in extra-curricular activities.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (tutoring); 2) Indian involvement in education (Indian teacher aides); 3) early childhood education (kindergarten); and, 4) counseling (Indian counselor aides).

FERNDALE

Narrative Description: The Ferndale JOM program provided a home-school counselor, special help for girls in special education, supplementary student support, Indian studies, a reservation workshop for teachers and Indian community, an after school study center, and a summer music program.

Project Objectives: 1) Improved home-school relations and communications; 2) improved educational growth for girls in special education; 3) provide financial help to needy students; 4) cultural sharing through Indian arts and craft classes; 5) increased interaction between parents and teachers; 6) improved academic achievement; and, 7) develop musical enjoyment and skills.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (special education aide and study center with tutor); 2) cultural awareness (Indian arts and craft instruction and parent-teacher workshop); 3) counseling (Indian counselor aide); and, 4) supplementary student support (materials, fees for needy students).

GLENWOOD

Narrative Description: The Glenwood JOM proposal offered a teacher aid for intermediate students. Indian culture studies, audio visual materials on Indian culture and remedial math materials for Indian students.

Project Objectives: 1) Higher achievement through indivdual help by aide; 2) better understanding of Indian culture by Indians and non-Indians; 3) broadened knowledge of other cultures by comparative studies; and, 4) improved math skills.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (teacher aide and audio-visual materials); and, 2) cultural awareness (culture classes).

GRAND COULEE DAM

Narrative Description: Diagnostic reading tests helped identify Indian students in need of special tutoring by a teacher aide. Indian counselor aides maintained home-school liaison. Indian oriented cultural materials were gathered for the library. Remedial math instruction provided where needed, and some students were assisted in athletic program expenses.

Project Objectives: 1) Improved reading skills through remedial instruction; 2) increased knowledge of Indian culture and crafts; 3) improved math skills; and, 4) increased Indian participation in athletics.

Project Emphasis: (Project activity in parentheses.)
1) Counseling (counselor aides); and, 2) supplementary student support (athletic supplies and cultural materials).

GRANGER

Narrative Description: Development of cultural studies program through production of instructional units and learning packets. Audio-visual materials were developed. Indian aides and an Indian artist worked with cultural project. Financial assistance was provided for needy children. Field trips and cultural exchange visits were planned. A certificated person of Indian origin was employed as counselor.

Project Objectives: 1) Produce instructional units on Indian culture; 2) increased communication between child-parent-school; 3) Indian contributions of culture program; 4) financial support to needy students, 5) improved student knowledge of other communities; and, 6) more relevant educational experience for Indians through counseling and guidance.

Project Emphasis: (Project activity in parentheses.)
1) Cultural awareness (Indian culture students and field trips); 2) Indian involvement in education (Indian teacher aides); 3) counseling (attendance counselor); and, 4) supplementary student support (costs and fees for needy students).

INCHELIUM

Narrative Description: At Inchelium, the 1972 JOM program offered a kindergarten, teacher aides for individual student instruction, a counselor aide-liaison person, instruction in Indian culture and crafts, a band program and a faculty workshop.

Project Objectives: 1) To improve academic and vocational skills; 2) to improve parent-school communication and student attendance; 3) to improve reading skills; 4) to improve knowledge of Indian culture, history, and art; 5) to improve musical skills and appreciation; and, 6) to improve faculty understanding of needs of Indian students.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (individualized instruction with aides); 2) cultural awareness (Indian culture and music instruction); 3) early childhood education (kindergarten); and, 4) counseling-liaison (counselor aide).

HOOD CANAL

Narrative Description: JOM met needs of Indian children from Skokomish Indian Reservation in 1972 through providing a home-school counselor, teacher aides, remedial teaching, payment of fees for needy students and assistance in kindergarten program.

Project Objectives: 1) Improved tribal-school relationships; 2) improved participation in school activities by Indian students; and, 3) improved reading skills of Indian children.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (teacher aides and library aide); 2) early childhood education (kindergarten); 3) counseling-home liaison (Indian counselor aide); and, 4) supplementary student support (fee payment for needy) students).

KAMILCHE VALLEY

Narrative Description: A kindergarten program and a precision teaching project comprised the 1972 JOM program at Kamilche Valley.

Project Objectives: 1) Provide successful transition for young children from home living to school activity; and, 2) increase academic skills of primary and middle grade children.

Project Emphasis: (Project activity in parentheses.)
1) Early childhood education (kindergarten); and, 2) academic achievement (precision teaching).

KELLER

Narrative Description: In Keller School District the Indian education program for 1972 emphasized tutoring for remedial students, library resource materials, physical education supplies, cultural studies and some assistance to needy students.

Project Objectives: 1) Increased achievement in basic subjects; 2) improved reading ability and experience through library resources; 3) improved coordination and muscular skills; and, 4) improved appreciation of aesthetic values.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (remedial teacher aide); 2) cultural awareness (materials for culture class); 3) counseling (high school counselor aide); and, 4) supplementary student support (fees and athletic supplies).

KLICKITAT

Narrative Description: The main objectives of the Klickitat JOM program were to hire adult teacher aides, start on Indian cultural class, and continue support of the remedial reading program.

Project Objectives: 1) More productive student attention through personalized teaching; and, 2) improve reading skills.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (system 80 with teacher aides); and, 2) cultural awareness (Indian culture class).

LA CONNER

Narrative Description: LaConner School District sought to meet the special needs of Indian students by hiring an Indian attendance officer, lowering pupil-teacher ratio, hiring Indian aides and an elementary girls' counselor, providing classes in Indian culture and sponsoring workshops for teachers and aides.

Project Objectives: 1) Increase communication between school, parents, and pupils; 2) increase learning through individual instruction; 3) improve reading ability and comprehension; 4) improve cross-cultural relationships; 5) increase Indian participation in school activities; 6) provide specialized counseling for Indian girls; and, 7) increase teachers' understanding of Indian background and culture.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (individualized instruction, reading); 2) Indian involvement in education (hire Indian aides); 3) inservice training (workshops); 4) counseling-liaison (hire home visitor); and, 5) supplementary student support (materials and fees for needy students).

MARY WALKER

Narrative Description: The involvement of Indian adults as instructors in Indian cultural studies and as aides in regular classes constituted the main thrust of the JOM effort.

Project Objectives: 1) Increased success in academic achievement; 2) increased social involvement of Indians in school; 3) increased knowledge of Indian culture; and, 4) improved diet for Indian students.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (teacher aides); 2) cultural awareness (Indian culture class); 3) counseling-liaison (Indian counselor aides); and, 4) supplementary student support (nutritional aide).

MARYSVILLE

Narrative Description: The Marysville JOM program utilized five components: kindergarten, breakfast and vitamins, counselor aide, cultural enrichment and assistance for fees and activities for Indians.

Project Objectives: 1) Improved nutrition for 70 students through breakfast and vitamins; 2) solve problems and improve human relationships through

counseling; 3) increase knowledge and appreciation of Indian lore; and, 4) increase participation by Indians in school activities.

Project Emphasis: (Project activity in parentheses.)
1) Cultural awareness (culture class); 2) early childhood education (kindergarten); 3) counseling-liaison (attendance); and, 4) supplementary student support (breakfast and vitamins).

MOUNT ADAMS

Narrative Description: The Mount Adams JOM program consisted of five components: Indian language and culture, Indian studies, teacher aides, counseling, and arts and crafts and athletics.

Project Objectives: 1) School-community Indian culture, the story and language program; 2) vocational education; 3) individualized instruction; 4) differentiated staffing; 5) learning resources center; 6) health and physical development.

Project Emphasis: (Project activity in parentheses.)
1) Cultural awareness (Indian language and culture studies); 2) Indian involvement in education (teacher aides); 3) counseling (counselor aides); and, 4) supplementary student support (expenses for arts, crafts, and athletics).

MOUNT BAKER

Narrative Description: The JOM program operated in the Mount Baker School District during 1971-72, was designed to keep Indian students enrolled and participating in school and school related activities. To assist in accomplishing these tasks an Indian teacher aide-counselor was hired, individual student fees were paid for needy students, and materials were gathered for an Indian history and cultural study unit.

Project Objectives: 1) Improve attendance rate; 2) improve behavior and discipline; and, 3) improve learning attitudes and habits.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (tutors); 2) cultural awareness (prepare language and cultural material); 3) counseling-liaison (counselor aide); 4) supplementary student support (student fees and supplies).

NESPELEM

Narrative Description: The Nespelem JOM program provided tutoring in reading and math for students having this need. Assistance in a breakfast program and vocal music and band was also given.

Project Objectives: 1) To improve learning level of slow learners in math

and reading; 2) to improve nutrition of students; and, 3) increase musical skills in native and modern music.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (tutoring); 2) cultural awareness (music program); 3) Indian involvement in education (Indian aide); 4) early childhood education (kindergarten); and, 5) supplemental student support (breakfast program).

NORTH KITSAP

Narrative Description: The North Kitsap School District combined resources from several programs to meet special needs of all minority students. The JOM Indian education program contributed funds for project coordination, counseling, and JOM Committee expenses.

Project Objectives: 1) Improve several indicators of self-concept; 2) reduce dropout rate and increase percent of high school graduates; 3) improve attendance rate; 4) increase quantity and quality of personal guidance; 5) increase quantity and quality of occupational guidance and orientation; 6) provide financial assistance for fees, etc., where needed; 7) to involve students in cultural heritage projects; and, 8) increase academic achievement.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (tutors); 2) cultural awareness (cultural heritage resource center); 3) Indian involvement in education (Indian education coordinator); 4) inservice (staff inservice training); 5) counseling (counselor assistant); and, 6) supplementary student support (student fees).

NORTH BEACH

Narrative Description: At North Beach, the JOM program was designed to improve the academic achievement of Indian students, to provide counseling services, to introduce Indian culture into the school curriculum, and to relate school experience to vocations.

Project Objectives: 1) To increase math, reading and language skills; 2) to increase number of class assignments completed; 3) to increase class and school attendance; 4) to increase parents' attendance at educational meetings; and, 5) to increase knowledge of Indian culture.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (tutoring); 2) cultural awareness (Indian culture units and Indian vocational studies); and, 3) counseling (counselor aide).

NOOKSACK VALLEY

Narrative Description: A three-pronged effort was made to improve the educational experiences of Indian students at Nooksack Valley. These included counselor aide services, financial support for school fees, and the compilation of Indian cultural resource materials for curriculum development.

Project Objectives: 1) To improve communications between home, school, and students; 2) to increase participation of Indians in school program; and, 3) to improve cultural awareness and learning.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (tutoring); 2) cultural awareness (inclusion of Indian culture in curriculum development); 3) counseling-liaison (counselor aide services); and, 4) supplementary student support (payment of fees and costs).

OAKVILLE

Narrative Description: At Oakville, Indian children were served by special tutoring in selected subjects, a counselor aide and financial assistance for student fees where needed. A special project to collect historical data about the Chehalis Tribe was initiated. A kindergarten program was operated for all eligible students.

Project Objectives: 1) To improve student achievement in basic subjects; 2) to improve social relationships and communications between Indians and non-Indians; 3) to increase participation of Indian students in extra-curricular activities; and, 4) to include Indian history and culture in the school curriculum.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (tutoring); 2) cultural awareness (gathering history and cultural data); 3) early childhood education (kindergarten); 4) counseling (attendance counseling); and, 5) supplementary student support (student fees).

OKANOGAN

Narrative Description: Indian students in Okanogan were served by a liaison counselor, Indian oriented cultural activities, a teacher aide and special library materials.

Project Objectives: 1) Maintain good attendance by students with good attendance records; 2) improve attendance by students with poor attendance; 3) increase knowledge of Indian culture; and, 4) improve reading skills.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (teacher aide assistance); 2) counseling-liaison (employ counselor aide); and, 3) supplementary student support (payment of fees and costs).

OMAK

Narrative Description: A kindergarten program, special field trips, Indian resource lecturers, visitor-tutoring, cross-age tutoring, assistance with class and activity fees, and parent advisory committee training comprised the main activities in the JOM program at Omak.

Project Objectives: 1) Bring 20 kindergarten children to point of reading readiness; 2) up to 220 students will maintain achievement at grade level; 3) increase awareness of Indian culture; 4) provide financial assistance to needy students; and, 5) provide workshops for JOM staff and parent committee.

Project Emphasis: (Project activity in parentheses.)
1) Cultural awareness (develop Indian culture units); 2) early childhood education (kindergarten); 3) counseling (advisor tutors); and, 4) supplementary student support (student fees and costs).

OROVILLE

Narrative Description: The JOM program at Oroville provided a counselor-home visitor and a tutor to meet the special needs of Indian children.

Project Objectives: 1) Recruitment and involvement of Indian students; 2) improve study skills; 3) improve attendance; 4) develop rapport with Indian families; and, 5) coordinate school services with those of other agencies for Indian families.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (tutoring); and, counseling-liaison (home visitation).

PORT ANGELES

Narrative Description: The school and the JOM parent committee jointly determined that the needs of the Indian students in Port Angeles could best be served by utilizing counselor aides, tutors, inservice training workshops, financial assistance for school costs of Indian students, and a summer program.

Project Objectives: 1) Improved attendance of Indian students; 2) increased rate of reading improvement, grade 1-6; 3) improved study skills and attitudes of summer school students; and, 4) employment of 54 students who need financial aid.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (tutoring); 2) counseling (Indian counselor aides); 3) supplementary student support (work experience); 4) academic achievement (summer school); and, 5) inservice training (staff training).

QUEETS-CLEARWATER

Narrative Description: Queets-Clearwater maintained an Indian education program which included two Indian teacher aides, a food services aide, an Indian arts and crafts project, and a field trip project.

Project Objectives: 1) Improve reading and language arts skills of students; 2) train one Indian person in school lunch program management; 3) increase student knowledge of outside world; and, 4) increase awareness of Indian culture, arts and crafts.

Project Emphasis: (Project activity in parentheses.)
1) Academic awareness (tutoring with Indian aide); 2) cultural awareness (field trips and Indian arts and crafts); 3) Indian involvement in education (kitchen aide training); and, 4) counseling (Indian counselor aide).

QUILLAYUTE VALLEY

Narrative Description: At Quillayute Valley School District, communications between home and school were assisted by a counselor aide program, needy students were helped with school fees, a study center was provided, Indian students were tutored, an Indian school organization was sponsored and professional consultation was utilized for improvement of instruction.

Project Objectives: 1) Develop better channels of communication between Indian community and school staff; 2) increase Indian student participation in all school activities; 3) improve study habits for Indian students; 4) reading improvement; 5) promote Indian culture club; and, 6) develop staff awareness of needs of Indian children.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (study center and summer reading program); 2) cultural awareness (Indian student club); 3) inservice training (consultant services); 4) counseling (counselor aides); and 5) supplementary student support (fees and costs).

SHELTON

Narrative Description: Indian students in the Shelton School District were served by a counselor-teacher and a teacher aide, with these services concentrated on students grades 7-12.

Project Objectives: 1) To reduce absenteeism from 18% to 10%; 2) to improve academic performance of students functioning on "D" level to "C" level or better; 3) provide vocational guidance to Indian students; and, 4) increase involvement of Indian parents and students in educational programs.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (teacher aide); 2) counseling liaison (counselor-home visitor); and, 3) supplementary student support (student fees and costs).

TAHOLAH

Narrative Description: Taholah began the year with three basic projects. A media specialist was employed to operate learning resources center, the kindergarten-nursery school program was supported with JOM aides, and a building was leased for curriculum expansion. Later three special projects were added. The first of these combined aide training with research on Indian student learning styles, in cooperation with the University of Washington; the second was a student-centered fish hatchery project; and third was a summer curriculum development workshop with special emphasis on Indian culture and reservation resources as content for learning experiences.

Project Objectives: 1) Improve academic achievement; 2) increase use of library and media materials; 3) coordinate, supervise and evaluate; 4) increase learning skills of preschool children; 5) increase students' knowledge of fisheries; 6) increase skills of instructors; and 7) research Indian learning styles.

Project Emphasis: (Project activity in parentheses.)
1) Academic achievement (lease of middle school facilities, employment of learning media specialist, and researched Indian learning styles); 2) cultural-vocational awareness (fish hatchery project); 3) early childhood education (kindergarten); and, 4) inservice training (teacher aide training and summer curriculum workshop).

TOPPENISH

Narrative Description: The Toppenish JOM program was designed around the needs of Indian students for attendance counseling, school nursing service, consultation on Indian art projects, and special music instruction.

Project Objectives: 1) Improved attendance and reduction of dropouts; 2) improved health services; 3) improved language and communication skills; 4) increased knowledge and experience with Indian art; and, 5) development of musical skills.

Project Emphasis: (Project activity in parentheses.)
1) Cultural awareness (music and Indian art); 2) Indian involvement in education (teacher aides); 3) counseling-liaison (attendance counselor-visitor); and, 4) supplementary student support (health services).

WAPATO

Narrative Description: The Wapato School District serves a large number of Indian students. The special needs of these students were addressed by the JOM program with home visitors, an Indian counselor, an Indian cultural program, a student emergency fund, after school recreation, after school and summer librarian, and a special art program.

Project Objectives: 1) Improved attendance; 2) improved academic skills; 3) improved health habits; 4) improved self-image; 5) improved social adjustment; and, 6) improved teacher attitudes.

Project Emphasis: (Project activity in parentheses.)
1) Cultural awareness (Indian culture classes and art classes); 2) Indian involvement in education (Indian teacher aides); 3) counseling-liaison (counselors and home visitors); and, 4) early childhood education (kindergarten).

WELLPINIT

Narrative Description: Kindergarten, arts and crafts, home-school liaison and special activities were contributions to the Wellpinit School District through JOM funds.

Project Objectives: 1) Improved readiness of pre-first grade children; 2) increased knowledge and skill in Indian arts and crafts; 3) improved parent school relationships; and, 4) improved social development of Indians in extra-curricular activities.

Project Emphasis: (Project activity in parentheses.)
1) Cultural awareness (Indian arts and crafts and vocational training); 2) early childhood education (kindergarten); 3) counseling-home liaison (home visitor); and 4) supplementary student support (drill team and athletics).

YELM

Narrative Description: Nisqually Indian students benefited from Indian culture classes and an attendance at Indian education conferences, two counselor aides, and the payment of special school fees for those in need.

Project Objectives: 1) Improved communication between students and teachers; 2) improved communication between parents and school; 3) increased Indian participation in school activities; and, 4) acquisition of wood carving and sand painting skills.

Project Emphasis: (Project activity in parentheses.)
1) Counseling-liaison (counselor aides); 2) cultural awareness (culture classes and field trips); and, 3) supplementary student support (fees for student activities).

From: 62 IAM 3
Revised 2/27/68

WASHINGTON STATE SUMMARY REPORT--1972-72
INDIAN ENROLLMENT (JOM PARTICIPANTS ONLY)

No. grads: Gr. 8, 606
No. grads: Gr. 12, 344

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Indian Enroll.	Transfers 1/	DROPOUTS 2/	Total Consol.	Total Enroll.
Kg.	33	300	67														400	20	3(a)	377	3,411
1		3	325	120	4												452	19		433	3,562
2			1	303	126	8											438	19		419	3,762
3				12	343	128	6										489	18		471	3,954
4					14	286	142	22	1								465	10		455	4,130
5					4	7	292	160	25	1	1						490	6		484	4,234
6						1	18	314	163	26	3						525	9		516	4,199
7							1	6	248	138	18	5					416	11	2(h)	403	4,234
8								1	11	262	149	28	4				455	15	8(h)	432	4,258
El. Ug.		8	18	22	15	11	7	6	8	6	1						102			102	256
Total Elem.	33	311	411	457	506	441	466	509	456	433	172	33	4				4,232	127		4,092	36,000
9										5	247	128	23	4			407	13	1(b) 14(h)	379	4,294
10											9	201	107	25	3	2	347	19	6(b) 1(e) 18(h)	303	4,072
11												11	188	90	21	4	314	11	4(b) 16(h)	283	3,854
12												1	7	160	43	14	225	7	7(b) 3(c) 1(d) 1(e) 11(h)	195	3,415
Sec. Ug.											4	8	5	2	2		21			21	77
Total Sec.										5	260	349	330	281	69	20	1,314	50		1,181	15,712
TOTAL	33	311	411	457	506	441	466	509	456	438	432	382	334	281	69	20	5,546	177		5,273	51,712

1/ Students known to have re-enrolled in another school of any type. Number going onto higher education (67).

2/ In reporting numbers of dropouts show numbers and alphabetical keys by grade for the following categories: (a) withdrawn by parents (b) marriage (c) employment (d) detailed by law agencies (e) illness (f) death (g) expelled (h) other. Example: If five students are dropouts from the 11th grade from which two left school for marriage and three left for employment, show as follows in grade 11 block of dropout column: 2b, 3c

COMMENTS: This form is designed for use by individual schools, and for district or county as well as State consolidated reports. In the first column, elementary ungraded students (El. Ug.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ug.) includes all special students of high school age. Note that each column except at the extreme right is for Johnson-O'Malley assisted Indian students only. The extreme right column is total enrollment of all students, regardless of ethnic group, enrolled in Johnson-O'Malley participating schools. The summary report is to be included in the annual J.O.M. report due by Oct. 15 each year in the Area and Central Office of the Bureau of Indian Affairs.

JOHNSON-O'MALLEY PROJECT EMPHASES FISCAL YEAR 1972
(With Activity and Amount Identified)

	Academic Achievement		Cultural & Vocational Awareness		Indian Involvement in Ed.		Early Childhood Education		In-Service, Continuing Education		Counseling-Liaison		Supplementary Student Support		Summer Program		Total JOM Alloc.	Carry Over
	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.		
Auburn			Parent Tchr. Wkshp. Culture Class	2,275 1,300	Sch. Comm. Rec.	2,800					Indian Cnslr. Aides	11,500	Stud. Fees & Supplies	500			18,375	3,094.54
Brewster	Tutorial Assist.	3,195	Culture Class	895							Home Visit.	685					4,765	1,062.08
Cape Flattery	Special Instr.	11,300	Indian Made Curricular Mat.	3,000	Prog. Coord. Indian Tchr. Aide	13,000 6,000					Indian Cnslr. Aides Environmental Studies	9,000 8,500					52,500	-0-
Columbia			Music Prog. Indian Orient. Curric.	3,000 1,300			Kgtn.	11,834			Home Visit. Cnsl.	5,406					21,740	4,900.00
Cusick	Tutor	2,800			Indian Tchr. Aide	7,148	Kgtn.	3,552			Indian Cnslr.	3,500					17,000	594.52
Ferndale	Special Ed. Aide Study Ctr. with Tutor	3,000 3,000			Indian Arts & Craft Instr. Parent Tchr. Wkshp.	3,000 500					Indian Cnslr. Aides	8,000	Stud. Fees & Supplies	500	Work Study	500+	18,000	-0-
Glenwood	Indian Tchr. Aide A.V. Mat.	3,038 3,9?3	Culture Class	500													7,478	256.34

JOHNSON-O'MALLEY PROJECT EMPHASES FISCAL YEAR 1972
(With Activity and Amount Identified)

	Academic Achievement		Cultural & Vocational Awareness		Indian Involvement in Ed.		Early Childhood Education		In-Service, Continuing Education		Counseling-Liaison		Supplementary Student Support		Summer Program		Total JOM Alloc.	Carry Over
	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.		
Grand Coulee Dam											Cnslr.	11,155	Mat. for Athletics Indian Arts	7,376			18,731	-0-
Granger			Indian Cult. Studies Fld.Trp	5,237 2,037	Tchr. Aides	11,757					Attendance Cnslr.	3,832	Parent Costs, Fees	2,137			25,000	10,094.49
Grand Canal	Class & Lib. Aides	5,250					Kgtn.	1,500			Cnslr. Home-Lia.	9,000	Stud. Fees	250			16,000	-0-
Inchelium	Indv. Instr.	10,000	Indian Crafts Music Prog.	8,000			Kgtn.	10,000			Cnslr. Aide	5,000					33,000	1,331.00
Kamiche Valley	Precision Tching.	2,683					Kgtn.	12,677									15,360	-0-
Keller	Remedial Read.	2,910	Cult. Class Mat.	150							H.S. Cnslr. Aide	1,850	Elemt. P.E. Supp.	1,000			5,910	900.00
Klickitat	System 80 w/Tchr. Aides	6,780	Indian Cult. Class	720													7,500	569.72
LaConner	Indv. Instr. Bdg. Skills Lab.	27,000			Indian Aides	6,600			Wkshp. Staff Orient.	1,500	Home Visit.	2,400	Stud. Fees & Supplis.	2,500			40,000	-0-
Mary Walker	Aides Assist. Basic Skills	6,120	Indian Cult. Prog.	2,800							Indian Cnslr. Aide	4,500	Nutritional Aid	1,500	Read. Math Athletics	1,465*	14,920	878.00
Marysville			Cult. Enrichment	9,100			Kgtn. & Reg. Summer	8,000*			Attendance Home Visit.	16,530	Brkfst. & Vits.	2,370	Early Childhood	8,000	36,000*	3,500.00

(With Activity and Amount Identified)

	Academic Achievement		Cultural & Vocational Awareness		Indian Involvement in Ed.		Early Childhood Education		In-Service, Continuing Education		Counseling-Liaison		Supplementary Student Support		Summer Program		Total JOM Allot.	Carry Over
	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.		
Mt. Adams			Lang. Indian Cult. Study	17,710	Tchr. Aide	7,525					Cnslr.	21,[illegible]	Arts Crafts Athletic Supplies	1,125	H.S. Class	2,210	50,000	12,[illegible].17
Mt. Baker	Tutors	250	Hist. Cult. Mat.	1,099							Cnslr. Aide	4,409	Stud. Fees & Supplies	1,242			7,000	348.43
Nespelem	Read. Math Tutor	5,900	Music Prog.	3,150	Indian Aides	4,800	Kgtn.	8,944					Brkfst. Prog.	2,300			25,[illegible]	1,824.48
Kooksack Valley	Tutor Aide	250	Indian Cult. Curric. Dvlpt.	824							Cnslr. Aide	4,326	Stud. Fees & Supplies	1,600			7,000	2,338.26
North Beach	Tutor Aides	12,496	Indian Cult. Units Indian Voc. Study	1,000 3,286							Cnslr. Tutors	9,590					26,372	3,789.56
North Kitsap	Tutors A.V. Supplies.	1,300 200	Cult. Heritage Res. Ctr. Indian Club Field Trips	870 1,100 400	Indian Ed. Coord.	3,375			Staff In-Serv. Trng.	200	Cnslr. Assist.	7,273	Stud. Fees	282			15,000	1,700.00
Oakville	Tutor Aides	6,625	Indian Cult. Enrich.	603			Kgtn.	7,670			Attendance Cnslr. Aide	3,500	Stud. Fees & Supplies	600	Indian Crafts Cult. Class	868	19,000	378.10
Okanogan	Tchr. Aide	1,773									Cnslr. Aide-Home Visit.	4,090	Stud. Fees & Supplies	110			5,973	2,181.00

JOHNSON-O'MALLEY PROJECT EMPHASES FISCAL YEAR 1972
(With Activity and Amount Identified)

	Academic Achievement		Cultural & Vocational Awareness		Indian Involvement in Ed.		Early Childhood Education		In-Service, Continuing Education		Counseling-Liaison		Supplementary Student Support		Summer Program		Total JOM Alloc.	Carry Over
	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.		
Omak			Indian Cult. Units	2,000			Kgtn.	9,300			Advsr. Tutors	15,000	Stud. Fees & Supplis.	1,000			27,300	2,252.81
Oroville	Tutors	1,705									Home Visit.	3,677					5,382	1,721.00
Pt. Angeles	Indian Tutors	8,146							Summer Staff In-Service	2,306*	Indian Cnslr. Aide	10,198	Work Experience	1,350	Stud.& Instr. Staff In-Serv.	2,306	22,000*	2,137.44
Queets-Clrwtr.	Indian Tutors	5,175	Field Trips	700	Kitchen Aide	2,140					Home Visit. Cnslr.	3,598					13,433	1,338.00
			Indian Cult. Class	1,820														
Quillayute Valley	Study Ctr. & Tutor	1,000	Indian Stud. Club	500					Cnslt. Servs.	700	Cnslr. Aides	14,500	Stud. Fees	700	Read. Imprv.	1,600	19,000*	2,854.00
	Summer Read. Prog.	1,600*																
Shelton	Tchr. Aide	5,650									Cnslr. Home Visit.	5,650	Stud. Fees & Supplis.	700			12,000	-0-
Tahclah	Leased Facil.	11,000																
	Media Spec.	7,400																
	Resrch. on Ind. Lrning. Style	1,300	Fish Hatch. Proj.	3,000			Kgtn.	6,000	In-Serv. Trng. Tchr. Aides	1,500					Summer Curric. Wkshp.	10,145	31,400*	8,978.78
									Summer Curric. Wkshp.	1,000*								
Toppenish			Indian Art, Music	8,590	Indian Tchr. Aides	9,406					Attendance Home Visit.	2,300	Health Service	4,704			25,000	-0-

(With Activity and Amount Identified)

	Academic Achievement		Cultural & Vocational Awareness		Indian Involvement in Ed.		Early Childhood Education		In-Service, Continuing Education		Counseling-Liaison		Supplementary Student Support		Summer Program		Total JOM Alloc.	Carry Over
	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.	Act.	Amt.		
Napato			Indian Cult. Class Art Prog.	4,527 7,419	Indian Tchr. Aides	11,732					Attendance Cnslr. Home Visit.	11,369			Summer Kgtn.	2,047	35,047	4,170.00
Wellpinit			Indian Arts & Crafts Voc. Prog.	1,400 2,883			Kgtn.	8,117			Home Visit.	3,500	Athletic Act. Drill Team	3,100			19,000	-0-
Yelm			Indian Cult. Class	738							Cnslr. Aide-Home Visit.	12,924	Stud. Fees & Supplis. P.E. Equip.	1,338			15,000	2,334.73
TOTALS	162,676		104,135		91,783		87,794		7,206		238,402		40,684		29,140		732,680	80,169.43

+ In addition to regular program.

* Includes summer program.

1971-72

JOM Budget Approvals
in Seven Major Areas

PROGRAM EMPHASIS	Amount	Percent
Academic Achievement	$172,853	24%
Cultural and Vocational Awareness	104,135	14%
Indian Involvement in Education (teachers, aides, counselors)	91,783	12½%
Early Childhood Education	77,617	10½%
In-Service and Continuing Education	7,206	1%
Counseling, Attendance Services	238,402	32½%
Supplementary Student Support	40,684	5½%
Total Approvals	$732,680	100%

DROPOUT STATISTICS FOR INDIAN CHILDREN IN
WASHINGTON SCHOOL DISTRICTS OPERATING JOM PROGRAMS

(Information gathered from annual reports of school districts.)

	FY 1970	FY 1971	FY 1972
Total Indian Enrollment	4,356	4,965	5,273
Number of Dropouts	84	43	96
Dropout as a Percent of Total Enrollment	1.9%	.87%	1.8%

Reasons for Dropout

	FY 1970	FY 1971	FY 1972
a. Withdrawn by parents	12	2	3
b. Marriage	7	7	18
c. Employment	4	3	3
d. Detailed by law agencies	4	1	1
e. Illness	0	0	2
f. Death	0	0	0
g. Expelled	4	6	0
h. Other	37	24	69
TOTALS	84	43	96

Statements From Local People

After the close of the 1971-72 program year, each JOM committee in the state was invited to send personal comments from individuals who are involved in the JOM programs. The following statements are representative of how local Indian people feel about their JOM projects:

BREWSTER

"This program is the best thing that can happen to an Indian child, especially one who does not understand his or her school work and is either too frightened or too shy to ask the teacher. My work is mostly tutoring and some counseling, and is so rewarding to watch a child start to develop some confidence and to try real hard to participate in classroom work. Very soon, to fully participate is no more of a problem for them. The work improves and they actually enjoy school.

"This, I think, gives a child a much better outlook on life and also about wanting to get ahead and learn more. This is the reason I think the Johnson-O'Malley Program is the best thing that can happen to an Indian child."

Alice Martin
(Tutor-teacher, counselor aide)

GRAND COULEE DAM

"We were a very active committee and had several meetings with parents, school administration, school board, and students. We sent out questionnaires to teachers and students and had a good response. We invited school officials and the school board to our JOM workshops. We attended a meeting in Omak and one at the tribal office with the other districts of JOM committees for the special JOM supplemental education bill in Seattle and learned a great deal about JOM.

"I feel that all in all our program has been a great success now that the rough spots are over and the ground work is laid for a new beginning. Our counselors have been an asset to our students by helping them with problems and forming Indian culture clubs. Our Indian culture clubs are essential to preserve the heritage of the Indian people and give them something to identify themselves with. Due to the employment situation, parental costs have been a major need. We still have a need for special tutors and teacher aides to give our students that extra boost to the top."

Geraldine Joseph
(JOM Committee Chairman)

INCHELIUM

"The Johnson-O'Malley Program for year 1971-72 went along fairly well. We had our share of problems, but worked along to better our program.

"Our kindergarten program was a really good project. I believe our children going to kindergarten have a head start for the first grade. This year we have a new teacher and she seems to fit right in with our children.

"The counselor aide-liaison program has been a big help for our children to communicate with the teachers-parents. We have always had a few people working at this job and we hope to keep this project going and will by helping our aide understand her job. This is a very difficult position if we do not get the help from everyone involved.

"This year we have a special reading program and were very fortunate to find a reading teacher to combine with our kindergarten teacher. We never had reading last year and this is something the parents really want for their children.

"Our culture program really got started last year with everyone getting in and helping to make war dance costumes for the boys and buckskin dresses for girls. We have some trouble finding a teacher though, as we have to go elsewhere to hire someone since there is no one in our district who will apply for the job of teaching our children culture. We, the committee, feel this is important to our children as our heritage is vanishing.

"I feel we are getting better organized as we work together and get the parents feelings what their children want and need. We hope to get better communication between everyone in the community. We are working for our children to better their future and this should come first to everybody involved.

"We do not want to forget our teacher's aides that we have had. We wer very fortunate to get 2½ teacher's aides this year to work with out kindergarten special reading program. These aides really have their job cut out for them as they work in a large area."

Loretta M. Pakootas
(JOM Committee Chairman)

KAMILCHE VALLEY

"With JOM funds we have been able to have kindergarten and preschool. A trailer has been leased and we have been able to have aides for our teachers. We appreciate this very much.

"I have had the opportunity to work as a teacher's aide with this program and I am really happy with the job. I enjoy working along with these dedicated teachers and most of all I enjoy watching the children as they learn.

"Our parents' committee, school personnel and community are grateful too."

Mrs. Eleanor Krise
(Teacher's aide)

MOUNT ADAMS

"The Johnson-O'Malley Committee secured a trailer house which was moved to the school district premises for the purpose of housing the 'Yakima Indian Language Classes'. Mrs. Owens and Mrs. Sampson -- both enrolled Yakima Indians -- began teaching the language to students of grades 1, 2, and 3 on a trial basis. It proved such a success the older children began asking to be allowed the opportunity to learn. This school year it is offered to grades 1 through 8. We found many of the Indian students eager for the first day of school to begin, mainly due to the Indian language classes.

"Not to leave the high school students out, we began a program called 'The Indian Studies Component'. This class is the study of our tribal government and how it relates to the national and state government. The students this first year assisted the teacher in developing the class. Mr. Wheeler allowed the students to choose the areas they wanted to study. He invited guest speakers such as tribal councilmen and older Indian people of the community, to speak on the religion and history of the various families in the valley as they remembered. Mr. Wheeler's first class involved 15 students. The students visited Olympia and sat in on hearings involving the Indian (Yakima) tribe's petition for retrocession, and HR41, the taxation of cigarettes sold on the reservation by tribal members. They also sat in on a Tribal Council meeting.

"Mr. Wheeler and Mr. Dunnington are the counselors employed by our Johnson-O'Malley committee. Mr. Wheeler worked with the high school students, while Mr. Dunnington worked with the grade school students. We had one teacher aide employed, Miss Meanus, at the Harrah grade school.

"At the end of the school year, we found we had six of our Indian senior students short anywhere from one-half to four credits. With the assistance of Mr. Oliver, BIA, and the local committee we set up a summer session for our Indian students. Mr. Wheeler was employed as our director and he in turn hired Mr. Filer, Mr. Winkle, and Miss Diaz who taught English I, II, III, IV, U. S. History, contemporary math, biology, science, and other subjects. At the end of the summer, five of the six seniors picked up their diplomas. Twenty-eight students participated and of these 28, 26 received credits which caught them up with their respective classmates. This meant 26 students returned to high school on an even level with their peers. Of the five senior students receiving their diploma, three of these are enrolled in college classes.

"During the summer school session, Miss Kyle Carney was employed to do a survey on the reasons so many of the Indian students were behind and lacking credits. At the close of the summer, the JOM Committee and Mr. Oliver met with the School Board at which time the completed study was presented by Miss Carney. Mr. Oliver was invited by the School Board to attend and explain Johnson-O'Malley programs. The communication process is improving with problems decreasing at a slow rate.

"Our Indian students have attended the Northwest Indian Education Conference and learned there are many aspects to the make-up of a school program. The speakers to whom they listened imparted inspiration as well as pride.

"The Indian language teachers also assisted the grade school teachers in identifying the roots dug by the older people of the reservation. The Indian students in the public schools really enjoy showing the non-Indian that they can find food to live on. With the knowledge that they have something to offer, the Indian student began to hold his head a little higher and speak a little clearer. With the continuance of these and other programs like them, I believe we will see the Indian student advancing at a much greater rate than ever before."

Mrs. Jack Haggerty
(Parent and Johnson-O'Malley Secretary)

NORTH BEACH

"The JOM program at North Beach High School, is designed to give the Indian students better communication skills in reading, mathmatics and language through tutoring guidance as well as making the transition from a predominately Indian society and school to a predominately white society and school. Also, our objective is to relate to the parents of these students as to how important education is to their children, and how we can help them acquire a better ability in the areas listed above. Teachers, administrators, and parents are aware of our presence and are being quite cooperative in trying to solve the problems that have developed through the years.

"The methods used to accomplish the goals above are as follows: our office space is adequate enough to tutor individuals or groups up to four students. In terms of office records, we are compiling records on student attendance in school and classes, also we are compiling records on grades; using these records we can compare with past records to determine how the student is improving as well as how the program as a whole is developing. Our staff includes three teacher aide-tutor counselors (Quinault) and a coordinator-counselor. The duties of the teacher aide-tutor counselors are basically helping the students in the classrooms in the areas of study in which they have the most problems. The areas of study concentrated on are the basic subject areas reading, writing, and mathmatics. The duties of the counselor coordinator are diversified in that as well as working out problems between the student and the teacher, the coordinator-counselor also tutors students, educates parents and coordinates the program.

"So, in conclusion, the Johnson-O'Malley program at North Beach High School helps the Indian students obtain a better relationship with the white society, as well as learning the basic essentials in education, through tutoring and guidance, for a better life upon graduation."

Johnson-O'Malley Committee

PORT ANGELES

"Since 1967, we have received full support from our local school district, administration and tribal backing to make our program one of the most outstanding in Washington.

"Our program boasts a full 28 membership of interested parents. This program now employs four trained teacher aides along with our counselor aides, who have been employed for a collective nine years.

"The counselor aides have been selected to coordinate two statewide counselor aide workshops to train other counselor aides in the state. These workshops were a terrific success and a boost to all our people at home.

"Through this program, we have developed a wonderful working relationship with all resources such as: Indian Health Service, Public Assistance, Port Angeles Police Department, Youth Center, Clallam-Jefferson Community Action Program, Bureau of Indian Affairs, local P.T.A.'s, Olympic Health Department and many others who can help us provide a better education for our students and promote a better community understanding.

"The highlights would be due to the understanding of our counselor aides and teacher aides, we have outdone our dropout rate. From a twenty year span before 1967, only eight graduated to now. In a four year span, we have graduated twenty-five Indian students. One other highlight would be parental participation at a premium. Thirdly, a local Indian Dance Group numbering thirty students was formed two years ago by a counselor aide and they are invited to many community affairs to promote better understanding and also raise pride in their culture."

Beatrice Charles
(Parent and JOM Chairman)

TAHOLAH

"During the last year in the Taholah School, programs funded by JOM are the kindergarten program, hatchery project, and the Curriculum Development Program. Following is a breakdown as to the impact of each individual program starting with the kindergarten program.

"During the time there have been aides employed in the kindergarten, the atmosphere has become more relaxed. The students have come to depend on the encouragement and help they receive from the aides. The slower students are especially benefited by this program. We are able to give these students more time and attention. Students who are having problems at home feel as though they have someone to relate to who truly understand their personal situation. Parents of all students involved feel as though the program is more a part of the community because of the Indian aide participation.

"This last summer the Taholah Elementary School was open to participants that included Indian aides of the North Beach and Taholah school districts and a few teachers to develop a curriculum that would enhance both schools as far as Indian education is concerned.

"There were five topics completed in this unit, two of which are now in use in both schools. It will take the better part of this school year to evaluate the effectiveness of the unit on students -- both Indian and non-Indian. The three topics that are not yet in use are being reviewed by committees selected by the school board. This is being done because there are some subjects that the community feels is either not truthful or that there is not enough information either in printed form or there is no resource person in Taholah who will be able to relate by personal experience. These topics will be in use soon after the review committee is finished with them.

"The hatchery program in the school during the last school year was probably one of the biggest successes of all programs. The interest of the students was rated outstanding during the full course of the program. It gave them a far better understanding of the fisheries programs on the reservation."

Johnson-O'Malley Committee